DOCUMENT RESUME

ED 040 920 24 SP 003 957

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TITLE Criteria for Validating the Feasibility of the Components of a Model Teacher Education Program.
INSTITUTION Georgia Univ., Athens. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO GEM-Bull-69-24
PUB DATE 69
NOTE 13p.; Phase 2, Elementary Teacher Education Models

EDRS PRICE EDRS Price MF-$0.25 HC-$0.75
DESCRIPTORS Elementary School Teachers, *Evaluation Criteria, *Models, *Program Design, *Teacher Education
IDENTIFIERS Comprehensive Elementary Teacher Education Models

ABSTRACT

This paper contains the criteria for validating the technical and sociopsychological validity of the Georgia model for the preparation of elementary school teachers. The criteria, regarded as essential features for the effective operation of the model program, were developed during the planning activities preceding the funding of the project (1968) and are reprinted here in their original form classified in the seven broadly conceived components of the model: (1) teacher performance behaviors, (2) candidate selection, (3) instruction (including learning activities and materials, instructional procedures, and program sequence), (4) evaluation of student achievement and program evaluation, (5) staff orientation, (6) reciprocal commitments, and (7) administrative organization. (JS)

ED040920

GEORGIA EDUCATIONAL MODELS
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CRITERIA FOR VALIDATING THE FEASIBILITY OF THE COMPONENTS OF A MODEL TEACHER EDUCATION PROGRAM

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GEM Bulletin 69-24

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1969

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SP003957

Introduction

The process of validating the feasibility of a proposed innovative educational program is somewhat evaluative in nature. It involves determining the extent to which that program reflects preconceived notions of what that program ought to be if it is to be regarded as superior to existing programs. Thus, one of the first steps taken in designing the system for validating the feasibility of the Georgia educational model (Johnson, Shearron and Stauffer, Oct., 1968) was the listing of criteria which were regarded as essential features for the effective operation of the model program.

The criteria for validating the technical and socio-psychological validity of the Georgia model were developed during the planning activities preceding the funding of the project. They were first presented in the now out-of-print feasibility study proposal (Johnson, Dec., 1969). Although they served as essential guides in conducting the study they did not appear as a consolidated list in the final report of that study (Johnson and Shearron, 1970). Thus, they are reprinted here as they originally appeared (Johnson, Dec., 1969).

The criteria are classified in broadly conceived components of the model which are: teacher performance behaviors, candidate selection, instruction, evaluation, institution orientation, reciprocal commitments, and administrative organization.

Teacher Performance Behaviors Component Criteria

At the core of the instructional program there must be a comprehensive set of behaviors which (as relates to the preparation of elementary teachers) must clearly and directly tend toward satisfying the needs of society and of the individuals of which it is composed. Such a set of behaviors would require:

1. That the teachers have a liberal education sufficient to allow them to assume their responsibilities as leaders in our society.

2. That the teachers have both the will and the means to assume an obligation for leadership in our society.

3. That the teacher have the subject matter, skill, processes, and attitudes needed to guide children from 3 through 15 years of age and to guide children of all races, creeds, and socioeconomic status toward acquiring the behaviors reflected in the projected needs of our society.

4. That the behaviors be arranged or classified into various levels which represent stages in a career sequence, such as teacher aide, assistant teacher, certified general elementary teacher, and specialist.

Candidate Selection Component Criteria

The candidates selected for admission to the model program preparatory to teaching in the elementary school must have those personal characteristics which are requirements of the behaviors which form the core for the program.

This requires:

1. That the procedures used to select a candidate are such as to receive only those candidates who possess the personal characteristics essential for success.

2. That the instruments selected or devised for use in candidate selection be valid and reliable for the purpose.

3. That there be continuous provision, through follow-up evaluation program techniques, for the study and revision of the procedures and instruments used for candidate selection.

4. That there be provisions to attract and actively recruit students from minority groups to participate in the program.

5. That the procedures provide adequately for the movement of students in and out of the program.

Instructional Component Criteria

The criteria for the component of instruction have been subclassified under the following headings: learning activities and materials, instructional procedures, program sequence, and evaluation of student achievement.

Learning Activities and Materials

The learning activities and materials must reflect the most effective known means of guiding prospective teachers and inservice teachers toward acquiring the core behaviors of the model program. This requires:

1. That the activities and materials be organized in accordance with what is known regarding how

the content is most effectively learned (rather than necessarily in accordance with the scholarly system of classification of subjects within separate disciplines).

2. That the program operation is sustained by interdisciplinary teams of specialists who have a sound understanding of the performance behaviors to be acquired, and utilize these behaviors to provide an adequately balanced system of learning activities and materials.

3. That the development of learning activities and materials be so structured that practical applications and basic theoretical concepts are introduced concurrently, with stress being given to their interrelationships. (More complex theoretical consideration should be undertaken only after basic practice and theory have been assimilated.)

4. That learning activities and materials take into account significant subgroups of the elementary school population, such as the culturally disadvantaged, the poor, and the non-English-speaking, with a view toward ultimately helping these children achieve a positive self-image and high motivation to deal with social problems.

5. That the learning activities and materials be designed to prepare the student or trainee to teach particular target age groups of elementary school children, ages 3 through 15.

6. That the student or trainee be involved in the development of learning activities and the selection of materials (see more under individualized instruction).

7. That the learning activities and materials provide for individualized instruction (see discussion of the criteria of individualized instruction that follows).

8. That the program have as an integral element a system of continuous follow-up evaluation so as to provide for its continuous revision (see presentation of criteria under component heading Program Evaluation).

Instructional Procedures

The basic instructional procedures must be both clinical and individualized (as distinguished from individual).

This requires:

1. That the student's accumulation of experience and his capabilities provide the basis for determining the specific behaviors which he is to acquire and the methods, materials, and procedures by which he is to acquire them.

2. That a student's performance be evaluated by comparing his achievements with the behaviors he is to acquire, rather than with the achievements of others.

3. That the extensiveness of the student's time required to acquire a particular behavior be determined by his performance in relation to that behavior, rather than by standard units of time.

4. That students be clearly aware of their objectives, have important roles in determining them, and be involved in selecting the means by which they are achieved.

5. That the learning activities and materials be so arranged as to provide alternate paths designed to guide the student toward the acquisition of particular behaviors and assist the student in selecting those most effective for him.

6. That students be encouraged to develop individual objectives beyond those established for the educational program, which are compatible with, and complementary to, the goals of the program.

7. That students evaluate their own progress toward the objectives and be assisted in doing so. (This does not mean that self-evaluation is the only evaluative procedure to be used with students in the program.)

8. That learning activities be designed so as to effectively lead the student toward behaviors which reflect positive skills and attitudes in terms of human or interpersonal relations. (Some behaviors can only be acquired through activities which stress human interaction.)

9. That the extent to which the student has satisfied the prerequisites for undertaking new learnings be systematically determined.

Program Sequence

The sequence in which learning activities are arranged must be in accord with established principles of learning and the needs of society. This requires:

1. That the learning activities be arranged on a continuum, extending from the student's lowest level of familiarity with the area of learning to the highest level of behavioral performance specified.

2. That at defined points along the continuum of learning, provision is made for the prospective teacher, who does not finish the entire program, to begin his career. (Examples: teacher aide, assistant teacher, certified general teacher.)

3. That, insofar as the preparation of the prospective teacher for professional pursuits is concerned, clinical practical laboratory and on-the-job experiences begin with the first period of instruction and are continuous throughout the entire program.

Evaluation of Student Achievement

The evaluation of student achievement must be based on the extent to which the student has acquired the specified behaviors, both the student and the instructional program. This requires:

1. That student behavior and knowledge be evaluated in terms of replicable measures of adequate reliability and validity at each essential stage of progress.

2. That the student achievement evaluation instruments and/or procedures be selected or developed so as to account for all aspects of the behaviors required of the student (cognitive, psycho-motor, and affective).

3. That the student achievement evaluation procedures utilize efficient information storage and retrieval equipment.

4. That the student achievement evaluation procedures involve an effective personalized student advisement and/or guidance program.

Program Evaluation Component Criteria

The techniques and instruments used for program evaluation must take into account all components of the program so as to provide for the systematic and continuous revision and improvement of the model program. This requires:

1. That the program evaluation instruments and/or procedures be selected so as to account for not only all aspects of the teacher performance behaviors (cognitive, psycho-motor, and affective),

but also all other components of the program (candidate selection, instruction, program evaluation, staff orientation, and administrative organization).

2. That the program evaluation procedures are indefinitely continuous throughout sustained operation.

3. That program evaluation procedures utilize efficient information storage and retrieval equipment.

4. That the program evaluation procedures have a comprehensive systematic system for analysis and feedback.

5. That the overall design of the model program be sufficiently flexible to insure the possibility of incorporating new, but compatible practices as needed.

6. That the procedures and instruments for program evaluation provide for continued investigation of cost effectiveness of operations.

Staff Orientation Component Criteria

The procedures used for the orientation of the staff of the model program must be such as to insure that the model program would be soundly implemented and carried into sustained operation. This requires:

1. That there be an initial intensive inservice program for the orientation of the staff to the goals, objectives, and procedures of the model program.

2. That there be a continuous inservice orientation program through the phases of development, implementation, and on into sustained operation,

for the purpose of continuous orientation and updating as the program matures and develops through its sequential evolution and reworking in the light of evaluative data.

3. That as new members of the model program staff are added, they are provided with special orientation sessions.

4. That only those staff members who enthusiastically endorse the model program's goals and objectives be retained as core staff.

5. That the core staff which develops and implements the model program be retained to administer the program during sustained operation.

Reciprocal Commitments Component Criteria

The model program must involve numerous state and local agencies for effective sustained operation. This requires:

1. That city and county school systems cooperatively provide and/or exchange personnel, materials, laboratories, and other facilities to insure the sustained operation of the program.

2. That the arrangements for certification be cooperatively planned by the State Department of Education and the staff of the model program.

3. That research and development centers concerned with early childhood education and elementary education share the research findings, programs, and facilities with the model program, to the mutual advantage of all concerned.

4. That wherever feasible, educational regional laboratories similarly share their resources for the mutual benefit to all.

5. That cooperative plans be established with junior colleges and other institutions of

higher learning for their collaboration in the operation of the model program.

Administrative Organization Component Criteria

The instructional program must be the basis for determining the administrative organization which will implement the model program. This requires:

1. That the institution be committed to the model program to the extent that it provides an administrative unit to assume full responsibility for its sustained operation, and provides this unit with the required staff, facilities, and materials.

2. That nonprofessionals with managerial skills be employed to facilitate functions of the professionals. (Persons who have achieved professorial status for their high level of academic or professional competency should not dissipate these special qualities by being required to perform managerial functions.)

3. That the academic time schedule be so arranged that whenever a student is ready to begin a new area of learning he is permitted to do so. (The abolishment of quarters and semester, the institution of 12 month operations for the universities, full time employment of professors, etc.)

4. That allowances be made in schedules and course load requirements for individual differences among qualified students in their potential, rates of learning, health and physical stamina, financial conditions, and other such variables.

5. That all students be provided equal opportunity to receive uniform high quality instruction.

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